

Universal Education—The Safety of a Republic.

No. 7.

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Penman's Art Journal,
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AMERICAN JOURNAL OF EDUCATION

AND NATIONAL EDUCATOR.

Universal Education The Safety of a Republic.

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No. 7.

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MISS CLARA CONWAY of the Clara Conway Institute, Memphis, Tennessee, insists upon it that the Arkansas "Summer Normal School" at Mt. Nebo, Arkansas, owns the finest grounds for a summer school in the United States.

Yes, of course, the teachers should attend the county and state associations and institutes. Take paper and pencil along. Make notes of the good suggestions made.

The teachers, conductors and speakers at these gatherings have matters of interest and importance to communicate. They lift us up and inspire and give us all a wider, higher, nobler outlook; they enlarge the mental and moral horizon of all. These meetings of the teachers are helpful and grand in their influence.

AMERICAN JOURNAL OF EDUCATION

And National Educator.

St. Louis, Mo. July 9, 1891.

J. B. MERWIN Managing Editor
1120 Pine Street, St. Louis, Mo.
JERIAH BONHAM..... Associate Editor

Terms, per year, in advance \$1.50
Single copy..... 15

NINE editions each month of the AMERICAN JOURNAL OF EDUCATION with its splendid premiums reach a wide circle of the best people in the United States.

ALL advertisements are put into all the nine editions of the AMERICAN JOURNAL OF EDUCATION each month.

OUR six-inch Globe Premium is very attractive in every family where there are children growing up.

DICKENS' complete works sent free as one of our premiums.

Who can sufficiently estimate the effect on the mind of the pupils at a time when the mind begins to grasp the reality of things—if then we have a teacher competent to go outside the text-books and put before the pupils the real acts and presence of great men and great women who have helped to make history. The text-books, good as they are, are but skeletons of topics and methods. Let the teachers mind be so large, so luminous, so tender as to clothe these forms with the power of action. Yes, our teachers need to reinforce themselves constantly with new light, new knowledge and new illustrations. We ought in all our schools to give such full and adequate compensation as would enable teachers to do this.

WHY neglect so much the study and art of drawing? Is it not of more real importance to the people than that of writing? Drawing is useful to all the person who draws and to those for whom the drawing is done. Many persons who write, especially if it gets into print, waste their own time as well as that of others because they say nothing.

His Own Successor.

"He is of substance good."

—SHAK.

THE people of Missouri will promptly, cordially and fully endorse the following from the Clinton Daily Democrat:

"Secretary Lesueur is of all men the right man in the right place. He is one of those wonderful combinations of thorough business tact and rugged and unwavering honesty, with inexhaustible patience, that makes an officer quick to serve and eager to accommodate. He has such a splendid grasp upon the business of his office that it makes but little difference how much additional work the legislature imposes upon him, he always sees that everything is attended to at the right time and in the right way. It is the universal sentiment that he must consent to be his own successor."

EDUCATION is the generation of power.

CULTIVATE good cheer and kindly feeling, and larger sympathies and broader views at the meetings of the Institute, to be held in each county in Missouri this season.

The world is larger and better than it seems to us. We want to get into the drift and trend of these broader views and ideas. It is principally what we do not know that hurts and hinders us. Look over and outside of your environments often. The Institutes ought to interest and instruct the people as well as the teachers.

Do not let the Croakers frighten the people. Crop-Expert West figures the winter-wheat crop of Kansas, Missouri, Indiana, Illinois, Ohio and Michigan at 202,000,000 bushels, against 142,000,000 bushels last year.

W. D. SETTLE, County Commissioner. In order that the teachers may have two or three weeks to prepare for their fall and winter work, has decided to begin the institute July 27th. Mr. Settle hopes this arrangement will be satisfactory to the teachers, and that all will attend and assist in giving the "Institute Law" a fair trial.

A HELPFUL RECORD.

"Be sure of this,
What we can help thee to thou shalt not miss."
—SHAK.

IT was *The Educational Courier*, of Louisville, Ky., which so emphatically and specifically called the special attention of teachers and educators all over the country to the good record made by the **American Journal of Education**, and its splendid and immediate practical pecuniary results to the teachers.

The *Courier*, in speaking of the direct money value to the teachers, of the circulation of this journal among the people, said:

"A year or two ago the Editor of the **American Journal of Education**, St. Louis, urged that a liberal distribution of that paper among the teachers, school officers and tax-payers, would re-imburse each teacher circulating it, four-fold its cost in one year. The teachers caught the idea, and wisely and zealously aided until **one hundred and fifty thousand copies** were put into circulation. At the close of the next year the Report of the Superintendent of Public Instruction for Missouri **showed an average increase of teachers' wages of 19.62**. Of course, it was not claimed that all this was due to this *Journal*, but that it was an active and prompt and the **principal factor** in securing this **increase** in the compensation of our teachers no intelligent person will deny.

Address J. B. Merwin, Managing Editor, 1120 Pine Street, St. Louis, Mo., for subscriptions with our most liberal and useful premium or for sample copies. Price, \$1.50 per year.

OUR teachers furnish the pupils with the lens of intelligence, through which they get larger views of life, its possibilities and their growing relation to it.

We met a host of old and true friends at the great meeting of the Missouri State Teachers' Association at Pertle Springs. We hope the enrollment reached a thousand. It was a meeting teachers could scarcely afford to miss.

THE new institute law of Missouri is to be "tried on" this season. It is the law of the state, and as such must be enforced and complied with.

THE evening meetings of the institutes held should be made a means for interesting and instructing the people in the work done in the schools. The formal details should be dispensed with, and some able interesting addresses of popular character should be delivered, interspersed with good stirring music. It was by the evening lectures given that Horace Mann in Massachusetts, Dr. Barnard in Connecticut, and others in other states revolutionized public sentiment in favor of better schools.

THE party political papers are circulated largely among the people, with the best results to both the parties and the people. Why not circulate 50,000 copies of the School Journals in each state, and so keep the people posted on what is being done for their children in this direction, and what more needs to be done, too, to perfect and extend the school system. The teachers by a little expenditure in this direction would find the money thus used returned to them ten-fold.

OUR splendid premiums sent entirely free, postage paid, astonish many people who pay as much money as this JOURNAL and its premiums cost and yet get nothing but a rehash of dry methods from some old text-book. We give more than ten times as much reading matter as any other journal of education published and that of the very choicest quality. Only the best of the written and selected matter is put into the great ten-page weekly's we send you as premiums.

DRAWING becomes the channel of certain truths and illustrations, which cannot be conveyed by any other means, hence the absolute necessity for furnishing plenty of blackboard surface for all schools.

How often we see these teachers who have poured out their life to enrich others descend to the grave poor—with a garland laid on the tombstone by those who never crowned the brow of the faithful worker with a word of appreciation—and who pay honor to the ashes while doing what they could to crush the spirit while living. Let us garland the brow now and feed the spirit here and now of these worthy workers.

CERTAINLY these people who do the world's work, even if it does soil their hands, are more to be honored than the idle and the useless so-called rich people, who eat bread without earning it and so become either thieves or paupers. All things in nature work. There is nothing idle in that realm.

THE strong man intellectually or physically is given this strength, not that he may crush the weak but that he may help, support and guide them.

Missouri State University.

"On our action set the name of right
With holy breath."

—SHAK.

AFTER a half-century of struggle for existence, this institution has suddenly received what may be called a double promise of existence on a really great scale. The Thirty-sixth General Assembly of the State, under the advice of Gov. Francis, distinguished itself for practical wisdom of a high order by determining that the \$847,000 of direct tax refunded to Missouri by the Federal Government, shall be applied wholly to the one purpose of placing the University of the State on a substantial working basis. True, this whole amount is but little more than half the annual income of Harvard, but coming as it does and at the time it does, we cannot doubt that it will prove the nucleus of an endowment, by means of which it will be possible, within the next quarter of a century, to build up an institution of learning of the first rank, and thus to remove the reproach of indifference to education which in the past, and perhaps not wholly without justice, has been cast upon the State. And that the awakening of the people of the State to a more vivid sense of the vital necessity of education is genuine and profound is further shown by the significant law, also enacted by the Thirty-sixth General Assembly, providing for the better training of teachers and looking to a more careful supervision of their work. And since the State University must look chiefly to the public schools of the State for its students, it is evident that the increase of facilities for work of the higher grade on the one hand, and the wise preparation for improved work in the lower grades on the other, are but complementary aspects of one and the same general movement.

And now the second aspect of the double promise for the State University, to which we have referred, is to be found in the policy outlined in the inaugural address of President Jesse as that which he proposes to pursue during his administration. It is clear, vigorous, conservative and hopeful. Every department is assured due consideration. There is to be the truest liberalism in all ways—not the "liberalism" of license, but perfect liberty to seek and follow Truth along any and all its fundamental lines. As a State institution the University is to be strictly non-sectarian; and this not by way of excluding sects—for that would be merely to establish a new sect under the name of "non-sectarianism"—but rather by the cordial inclusion of all sects through encouraging each and every sect to establish its own community within the bounds of the University—the sole restriction being that every student shall be secure against that peculiarly offensive form of intolerance known as "proselyting."

In fact all "sectionalism," of whatever kind, is to be discountenanced. President Jesse would from the outset have it distinctly understood that the institution over which he presides is a State institution—an institution founded and maintained by a Christian State. "Our aim," he forcibly declares, "must be to make good and intelligent citizens for Missouri, whatever the party; good Christians, whatever the church. The institution must be patriotic, but non-partisan; Christian, but non-sectarian."

A strong plea, based on the whole history of the world as showing the intensive value acquired by each unit through combination with others, is made for the preservation and furtherance of the organic unity of the State in all its educational interests—a unity which demands that there shall be one, and but one, university in which all the educational interests of the State center and find their highest term. And there can be no reasonable question that any variance from the policy indicated by President Jesse in this respect must prove disastrous to the highest interests of the State, based as those interests are in the facilities which the State provides for the education of her citizens.

One other point we must mention here. It is that President Jesse announces himself as in full sympathy with the University Extension Movement. And this is of the greatest moment, since no other educational institution is in a position to appeal so successfully to the people at large, and awaken their zealous interest in all that goes to constitute universal culture, as just the people's own University.

But we must refrain from further comment. It is to be hoped that President Jesse's address will be printed in pamphlet form and distributed in such numbers as that every citizen of the State may have the opportunity of familiarizing himself with its wise utterances.

"In a Minute."

"Now we weigh time,
Even to the utmost grain."

—SHAK.

"I'LL be therein a minute." But, my friend, a minute means a good deal, notwithstanding you affect to hold it of no consequence. Did you ever stop to think what may happen in a minute? No! Well, while you are squandering a minute for yourself and one for me, before we get ready for the business we have in hand, I will tell you some things that will happen meantime.

In a minute we shall be whirled around on the outside of the earth by its diurnal motion a distance of thirteen miles. At the same time we shall have gone along with the earth on its grand journey around the sun 1,080 miles. Pretty quick traveling, you say. Why, that is slow work com-

pared with the rate of travel of that ray of light which just now reflected from that mirror. A minute ago that ray was 11,160,000 miles away.

In a minute, over all the world, about eighty new-born infants have each raised a wall of protest against thrusting existence upon them; while as many more human beings, weary with the struggle of life, have opened their lips to utter their last sigh.

In a minute the lowest sound your ear can catch has been made by 690 vibrations, while the highest tone reached you after making 2,228,000 vibrations.

In a minute an express train goes a mile, and a street car thirty-two rods; the fastest trotting horse 148 rods, and an average pedestrian has got over sixteen rods.

Each minute, night and day, by the official reports, the United States collects \$839 and spends \$461. The interest on the public debt was \$96 a minute last year, or just exactly equal to the amount of silver mined in that time. The telephone is used 595 times, the telegraph 136 times. Of tobacco 925 pounds are raised, and part of it has been used in making 6,673 cigars, and some more of it has gone up in the smoke of 2,292 cigarettes.

But I am afraid that you will forget that we are talking about a minute, sixty seconds of time. No? Well, then, every minute 800 pounds of wool grow in this country, and we have to dig sixty-one tons of anthracite coal and 200 tons of bituminous coal, while of pig-iron we turn out twelve tons, and of steel rails three tons. In this minute you have kept me waiting fifteen kegs of nails have been made, twelve bales of cotton have been taken from the fields, and thirty-six bushels of grain have gone into 149 gallons of spirits, while \$66 of gold have been dug from the earth. In the same time the United States mints turned out coin to the value of \$121, and forty-two acres of the public domain have been sold or given away. Yes a minute comes to be a very important factor in our lives. We cannot afford to waste a minute.

WE are growing wiser gradually in the conduct and administration of our schools. We have discovered that the eye is a more effective means of knowledge than the ear. Through the eye we shall and do in reality absorb nearly all the useful, practical information we get about the world. The knowledge gained by pupils by verbal descriptions is tame beside that they get through the eye, hence the necessity for globes, maps, blackboards and other illustrations in our schools—especially among the younger pupils.

LET it be remembered that only those who seek to deceive the people and rule for their own advantage wish to keep them in ignorance.

A Library Association.

"The books, the academes,
From which doth spring the true Promethean fire."
—SHAK.

A HOUSE without a library is like an upland farm without a cistern. The more sunshine only by so much the more rapidly do the real currents of life decrease, only the more speedily do the well-springs fail, only the more surely do all things shrivel into deadliest desert monotony.

But here, as elsewhere, the method of combination coming to be so clearly apprehended in modern times, promises by far the highest attainable results. Of course each household ought to have its collection, however small, of "standard authors." But beyond these the group of families in a neighborhood could far better put together their savings for the purchase of books, and thus secure in very few years, a fine collection. No money would be wasted in duplicates, and the purchases would of course be made under the advice of some one well versed in literature and science.

And what center so natural for this concerted action of the best intelligence of a community as the school, in which, generation after generation, the children of the community are brought to acquire habits of study, and come to be possessed by a holy desire for those life-giving currents of thought that flow down to us from all the finest sources of the world, through the channels of books!

Nor is this at all a visionary scheme. By individual donations of books, as well as of money to purchase books, by entertainments according to the tastes of the neighborhood—by such means every school district in the country could, within two or three years, have the nucleus of what in ten or fifteen years would grow into a collection of works of wide range and high quality, and whose influence could hardly fail to remould into nobler form, the minds of all the members of the group concerned.

We are led to make these remarks by a notice in "*The Library Journal*," (May, 1891,) of the work of the "Free Public Library Commission of Massachusetts."

The following extract speaks for itself:

"This collection of facts relating to the free public libraries in Massachusetts, has been made for the purpose of showing what facilities for the free use of books are available to the citizens of each town and city in, commonwealth, and to record the generous gifts of individuals for the foundation and maintenance of libraries and the construction of library buildings. The simple record is one that needs no comment. In 1839, the Hon. Horace Mann stated that there were from ten to fifteen town libraries, containing in the aggregate from three

to four thousand volumes, to which all the citizens of the town had the right of access; that the aggregate number of volumes in the public libraries, of all kinds, in the State was about 300,000; and that but a little more than 100,000 persons, or one-seventh of the population of the State, had any right of access to them. A little over a half century has passed. There are now 175 towns and cities having free public libraries under municipal control, and 248 of the 351 towns and cities contain libraries in which the people have rights or free privileges. There are about 2,500,000 volumes in these libraries, available for the use of 2,104,224 of the 2,238,943 inhabitants which the State contains according to the census of 1890.

"The gift of individuals in money, not including gifts of books, for libraries and library building, exceed five and a half million dollars (\$5,500,000)."

Why should not the school districts of the Southwest take a hint from this and organize into library Associations? No finer or more effective educational movement could be set on foot.

A Day's Work.

"If there be any impediment,
I pray you discover it."
—SHAK.

THE Public School of America, unlike that of Europe, had its beginning in the elementary grade. For two or three months the children of the district came together from day to day, and some young man, a little in advance of the higher classes of the school, was employed to teach the "scholars" in the "common branches." The young man simply gave up work in the field or in the shop for the time being and became a teacher. He might, if specially successful, be employed for several successive terms in the same school. He might never attempt such work again.

At best the "school-master" might be a youth making his way into a "profession," and of course, whatever else this meant it did not mean teaching. For a "profession" some sort of preparation was necessary. He who could read and write and cipher "a little better than the rest" was by that fact assumed to be already prepared to teach.

Thus far teaching was on a par with manual labor. But with the development of the resources of the country on the one hand, and the growing consciousness of the value of education on the other, the school-term lengthened, the individual pupil remained longer and the course of study became extended accordingly. By degrees, therefore, teaching became a constant employment, while special preparation on the part of the teacher came to be more and more manifestly necessary.

Not only must his education be more extended and more thorough but he must make himself familiar with the methods of other teachers—must, in fact, acquire a "professional" education.

And as the work has extended so as to include the "higher branches," that is, the grade of work now done in the High School, the teacher must become a specialist. And "*becoming*" in such case, is *continuing*. He must keep himself "abreast of the time;" and the "time"—i. e., the whole range of actual research in any and all departments—moves onward with such velocity that keeping abreast of it means ceaseless work in the most eager spirit. The demand is more and more imperiously made for "live" teachers, and the teacher can really be *alive* only by constantly adding to his acquisitions, both within and beyond his chosen field.

But powers of endurance have their limit. If the actual demands of the school-room are such as to daily exhaust the teacher's vitality, then so much of the day as lies beyond school hours must be taken simply for rest and recuperation. No serious work leading to enriched life and increased efficiency on the part of the teacher is possible. The very excess of his work transforms him from a live to a lifeless teacher.

If the demand for increased efficiency on the part of teachers is not to rebound upon itself then, it must become more discerning. It must become clarified with the knowledge that here as elsewhere *quality* is inversely as *quantity*. If the teacher's energies are exhausted in the daily round of duties it will be practically impossible that he should escape falling into lifeless routine. The only exception will be where the teacher, at the risk of life, subjects himself to overwork in order that he may keep himself alive in his work.

The Blackboard.

ONE of the greatest steps in advance in building new school-houses, is the wise and judicious plan of devoting all the space possible to blackboard surface. A school-room without a blackboard is as useless as a kitchen without a cook stove, especially in the primary room.

The child on entering school has developed two powers—perception and imagination—hence, the teacher must have at command such material as will enable him to appeal to these two faculties. He finds the greatest help in the blackboard and crayon; and no teacher should attempt to teach a primary grade who cannot draw upon the board a fair representation of any object he may wish.

In teaching writing—whether to beginners or older pupils, the blackboard work, in the hand of the teacher is especially profitable, also in teaching music and drawing. In fact, in each recitation, we especially recommend the use of the blackboard to illustrate, to show correct forms; and in general to lead the pupil to a clear conception of what he is trying to accomplish.

A Strong Appeal.

"Indeed, it's true."

—SHAK.

ABOUT one hundred and fifty of the leading educators of Illinois signed the following appeal to School Directors: "The undersigned, County Superintendent and Teachers of Illinois, call the attention of school directors to the *great need* of furnishing every school with plenty of GOOD BLACKBOARDS, all around the room; AN UNABRIDGED DICTIONARY; A SET OF OUTLINE MAPS, and A GOOD GLOBE.

These tools are to the teacher what the sledge-hammer is to the blacksmith,—the saw to the carpenter, the ax to the woodman, or the plow to the farmer.

Therefore, no district, however poor can afford to do without these necessary helps.

With Blackboards, Outline Maps, and Globe, any teacher can do from two to ten times as much work, in quantity, and tenfold better work in quality.

The immediate use of these much-needed implements can not be too strongly urged upon all school officers and teachers, because they are as essential to the success and prosperity of the school as the desks and seats in the school house.

Reason demands the implements in the school-room as potently as necessity calls for the axe, the plow and the hoe upon the farm.

These things are not only invaluable, but are *absolutely necessary* to the success of every school.

In fact the school law says (Sec. 43 and 48), that directors *shall* provide the necessary articles for all schools."

This is a wise, timely and profitable provision of the school-law, too.

THE wisest teachers say and insist upon it that geography, by the use of maps, and history should be studied together.

Geography is place.

History is events.

Events without place are merely stories. Place without events is simply emptiness. Events imply places, but places alone means nothing.

History includes geography, and when well and properly taught, gives the best and most lasting knowledge to the latter study. Geography, pursued by itself, is one of the most sterile of studies. It affords little mental exercise save to the memory, and upon that it takes no lasting hold. Anyone will be convinced of this who attempts to recall the geography lessons learned in childhood, or even five years ago.

Let geography and history be studied together with the constant use of maps.

How our teachers train the pupils and the people too—to turn possibilities into acquisitions, material, mental and moral.

ARKANSAS

EDITION

American Journal of Education.

\$1.50 per year in advance.

S. M. MATHES, Little Rock..... { Editors.
J. B. MERWIN..... }

THE people of Eureka Springs, Ark., are making every possible preparation for the comfort and convenience of those who attend the "Inter-State Summer Normal School and Educational Assembly" which convenes at this point July 14, and continues for six weeks.

Arkansas, Kansas, Missouri, Texas, the Indian Territory, Louisiana and other states are interested in the success of this grand inter-state meeting.

The list of instructors and lecturers embraces a number of the leading teachers from Texas, Kansas, New York, Indiana, Arkansas, Missouri and other states.

The local committee, consisting of the following leading citizens: Powell Clayton, O. W. Watkins, W. E. Penn, C. F. Ellis, Z. P. Freeman, Geo. C. Christian, Wm. Duncan, J. C. Fraker, R. H. James, Powell Clayton, Pres., Z. P. Freeman, Vice-Pres., Geo. C. Christian, Sec'y, Jno. D. Jordan, Treas. have devoted a good deal of time to the matter, and the "Frisco Line" and its connections will give reduced rates to all in attendance. See page 7 for full particulars.

J. B. MERWIN, Managing Editor AMERICAN JOURNAL OF EDUCATION, has accepted an invitation to deliver an address at the opening of the "Inter-State Summer Normal School and Educational Assembly," at Eureka Springs, July 14th.

Do not overstudy these hot days at the Institute. Have a good time and get some physical recreation, as well as mental and moral stimulus.

It is good to meet with the older and more advanced co-workers in this line. All these workers, in the various material, moral and mental organizations, meet and confer for mutual strength and benefit. No teacher can afford to miss these meetings that are to be held in their respective localities.

THESE teachers speak and teach and sing in a many-toned melody, enriching the lives of thousands, who but for this guidance would stumble into helpless, hopeless vice and crime. Every school as a preventive of evil is worth many times its cost.

WHEN all outward blessedness grows to inward strength and purity, how the world is illumined by these precious lives. Our teachers all the time train their pupils in this direction.

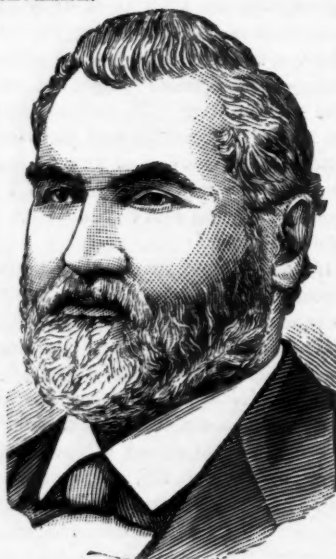
If we do not employ far-seeing right seeing teachers what a waste of time and money and life. School officers and parents should look into this betimes.

What It Means.

In his extended interview with Senator Stanford, extracts from which we published in a late issue Rev. Henry M. Field, editor and proprietor of *The New York Evangelist*, after the Senator had exploded the idea of an

"OVER EDUCATION" drifted on to the present disturbed condition of things arising from a lack of education rather than from an extra supply of it among the masses.

Mr. Field said: "Governor, I think we in this country are approaching a crisis, which indeed threatens the whole world. The social question has become the great question. The enormous fortunes on one side, with extreme poverty on the other, create a feeling of injustice in the state of things in which such inequalities can exist, that must by-and-by produce a convulsion."



SENATOR LELAND STANFORD.
Mr Stanford on

GREAT FORTUNES.

Mr. Stanford said: It does not follow that great fortunes are injurious to any one. It is a question as regards the owner—what will he do with it? There once lived in California a man worth ten millions of dollars,—it used to cost that man but \$75 a month to live. All the rest of his money he loaned out and with such discretion that he was scarcely ever known to sue anybody to recover a loan. In addition to his own ten millions he would borrow about five millions in order to loan it again. People called him a miser. But he was not a miser—he never hoarded money, he put it into activity. Had he given the money to the State, the State would not have loaned it with his judgment.

Money only has value to a man when it has value to others. The wealth of the individual (unless he hoards it) is more or less the common property of everybody.

So, too, the employer is a benefactor.

HOW BABIES SUFFER

When their tender SKINS are literally ON FIRE with ITCHING AND BURNING ECZEMAS and other Itching, Scaly, and Blotchy Skin and Scalp Diseases, none but mothers realize.

To know that a single application of the **Cuticura Remedies** will, in the great majority of cases, afford instant and complete relief, permit rest and sleep, and point to a permanent and economical (because so speedy) cure, and not to use them without a moment's delay, is to be guilty of positive inhumanity. No greater legacy can be bestowed upon a child than a *skin without blemish and a body nourished with pure blood.*



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"ALL ABOUT THE BLOOD, SKIN, SCALP, AND HAIR" mailed free to any address, 64 pages, 300 Diseases, 50 Illustrations, 100 Testimonials. A book of priceless value to mothers, affording information not obtainable elsewhere. CUTICURA REMEDIES are sold everywhere. Price, CUTICURA, 50c.; CUTICURA SOAP, 25c.; CUTICURA RESOLVENT, \$1. Prepared by POTTER DRUG AND CHEMICAL CORPORATION, Boston.

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The relations between employer and employee ought always to be of a kindly nature. No man works for another unless he can do better than by working for himself. Unfortunately the workman is often taught to believe that his employer is his enemy. The sources of wealth being inexhaustible, the wealth of one man does not necessarily imply the poverty of another.

Mr. Field:—We have some splendid examples of rich men who have done good with their money, but the ostentation of wealth, in great houses, and a vulgar display, which is flaunted in the eyes of those who have a hard struggle to live; is one of the worst signs of the time—a folly that is sure to bring shame and sorrow after it.

Mr. Stanford:—Our society is certainly a great way from being perfect, yet we are improving.

THE LABORING MAN

In America to-day has more comforts than the nobility of Europe had 200 years ago. His home is pleasanter and more comfortable than most of the old castles. So far as physical wants are concerned, every laboring man in America can have as good food, clothes and shelter, as the Czar of Russia. The mere physical wants of one man are not greater than those of another, but intellectual wants and luxuries are another matter. The whole world is under requisition to

supply these wants.

I remember once during the building of the Central Pacific Railroad, Colonel Gray, our Consulting Engineer and myself were returning from Salt Lake to California. We stopped for breakfast at a camp called Fish Springs, on the edge of the desert, west of the lake, a very desolate place. But we had a well prepared breakfast, and after we had eaten it, we fell to speculating on what it took to set that meal for us in the desert, and what different countries had contributed to provide it. We had red pepper from Cayenne; black pepper from Borneo; coffee from Rio Janeiro; sugar probably from Cuba; the castor very likely came from Birmingham; the knives from Sheffield; the Delft ware from Holland; the table cloth from Ireland. It took a number of countries, wide apart, to supply our simple table.

Then I took up the table cloth, and imagined the flax growing in Ireland, and traced it from the seed until it was hatched and sent to the mill. As soon as the Irishman came out with his car to carry it to the mill, I found there was iron in his car, whose history would trace back to the deeds of Tubal Cain or other early workers in metals. We found that, after the white linen came from the mill, it was ordered to be sent to London. The order came by letter. The letter itself

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SUMMER NORMAL

The Inter-State Summer Normal and Educational Assembly of

EUREKA SPRINGS, ARK.

Will Open July 14th, 1891, and Continue for Six Weeks Consecutively.

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RAILROAD FARES.

The Board of Directors guarantee to all teachers attending the Interstate Summer Normal from the States of Texas, Kansas, Missouri and Arkansas, that the expenses for railroad fare in coming to and going from Eureka Springs from all stations on the following lines of railway within said States, viz., the St. Louis & San Francisco, the Atchison, Topeka & Santa Fe, and the Gulf, Colorado & Santa Fe, shall not exceed one cent per mile for all distances over fifty miles.

LIVING EXPENSES AT EUREKA SPRINGS.

The Board of Directors have obtained from reliable boarding houses, written assurances that they will not charge teachers attending the Normal, more than from two and one-half to four dollars per week for good board and lodging. In addition to the above, throughout the city are many furnished rooms that can be had at a low rental. Teachers who desire to rent rooms and do their own work can live cheaper still. In order to meet every emergency and make the cost of living the very lowest, arrangements have been made for tenting out. To all who desire the company will furnish tenting ground, near one of the springs, free, and tents at reasonable rentals upon a sufficient guarantee by the renter that the same shall be properly cared for and promptly returned.

GENERAL COURSE—Including Arithmetic, Algebra, Geometry, English Grammar, Composition, Geography, Physiology, Hygiene, Physics, U. S. History and Civil Government. In all of which matter and methods will be treated. \$5.00

All who take this course will be entitled to enter the department of Applied Psychology free. In addition to the Summer Normal a lecture and amusement course has been provided, and an immense summer auditorium with seating capacity for three thousand (3,000) persons is being erected, where during three dates of each week of the Assembly popular lectures, musical and other entertainments will be held. For full particulars concerning the Normal, lectures and amusement course, and Eureka Springs as a health and pleasure resort, apply to Wm. Duncan, Assistant Secretary, Eureka Springs, Ark., and descriptive pamphlet will be mailed to you.

POWELL CLAYTON, Pres.

Involved the history of manufacturers and the mechanic arts from the very beginning.

All of which shows how dependent civilized man is on his fellows and that at last civilization is but a co-operative condition of society.

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Do not let us, as teachers, seize hold of this farthing candle called "method" and shout—Behold the Sun!

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The Burlington Route has made one fare for the round trip between all points on its lines and Minneapolis for the above named Convention. Tickets good going July 7th, 8th and 9th and returning July 12th to 15th, inclusive. Parties desiring to remain longer than the limit named for the Convention may have additional time by depositing tickets with Agent at Minneapolis.

For full information regarding rates and arrangements apply to C. L. Grice, City Passenger and Ticket Agent, 112 N. Fourth St.

OUR teachers train and develop these citizens, and this work and function of training the young transcends, says Carlyle, "all others"—in importance. What do the school officers think and do about this, and for this work?

SEND early, and often to Mr. F. Chandler, General Passenger Agent of "The Great Wabash Route," St. Louis, Mo., for "The Little Red School House." It is a great "hit." It contains more than most people ever dreamed of geography, history, travel, and "the way to get there."

Every teacher should have a copy on their desks to read themselves and to show to their pupils. It will be sent free. Drop a card to F. Chandler, General Passenger Agent, Wabash R. R., St. Louis, Mo.

DON'T fail to go up the "Hudson River by Daylight." It is the trip of all others to be made in this country. The steamers *Albany* and *New York* are floating palaces.

SHORT-HAND.

Ninth Lesson With a Few Observations on General Principles.

A Practical Course for Only \$2.00. Send for Particulars.

BY PROF. ELDON MORAN OF ST. LOUIS, MO.

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Proper names are so numerous that a vocabulary of them could not well be memorized; and this would be unnecessary, since the practical writer may readily invent sufficiently intelligible outlines for the most difficult of them. The halving principle, circles, loops, and other adjunctive signs should be employed more sparingly than when writing common words.

Marks of punctuation are used only to a limited extent in actual reporting. The semi-colon is usually indicated by a space of an inch or more; the period by a cross. When notes are taken at verbatim speed, little opportunity is allowed for punctuating, the only practical method being to leave spaces to correspond with the speaker's pauses, and insert the proper marks afterwards when transcribing. Numbers are expressed in the usual manner, that is by the Arabic numerals, 1, 2, 3, 4, etc. There is no pressing need for any different method of expressing numbers, since the present method is as short as short-hand itself. This is shown by the fact that a column of figures can be written as fast as the numbers are called off.

The reporter, when pressed, writes larger than at other times. Some persons take this as evidence that a large hand is the most rapid. It proves just the contrary. The really skilful stenographer when writing at high speed, is not hurried, and writes about as small a hand as usual. There can be no question but that the greatest speed will be attained ultimately, only by writing the characters near each other, cultivating a neat style, and writing as small a hand as practicable.

A good fine-pointed, short-nibbed gold pen of medium size is the best for reporting purposes. It should be more or less elastic, depending on the writer's lightness of touch. Good writing fluid is preferable to ink.

EXPLANATION.

A small hook at the beginning and on the circle side of a stem, indicates that it is to be added; for example, *play, evil*, line 1. A hook on the opposite side indicates *r*; see *price, trump*, line 2. The hooked stems are called *double consonants*. A circle on the *r* side of straight letters implies *r*; see *spry, sober*, line 3. In order to bring the hook on the left side (to signify *v*), *f*, *v*, and *th* are reversed; see *over, thrice*, etc. Line 3. A circle may be written within a hook. See *civil, distress, suffer*. When the *r*-hook is prefixed to *m* or *n*, the stem is shaded; see *glimmer, trainer*, line 2. *R* and *l* are called initial hooks; the *f* and *n* hooks, which occur at the end of letters, are called final. *F* is attached to straight stems only, and is written on the circle side, as in *puff*, line 4. This hook is used for *v* also, as in *above*. The *n*-hook is put on the opposite side of straight letters, and is also attached to curves. See lines 4 and 5. A circle written on the *n*-hook side of a straight letter at the end of words, implies *n*; for example, *pinch, chance*, (but not *density*) line 6. All these hooks should be small and light.

Exercise.—Black blame 'claim close globe pledge total gray grow break pray dray loiter pry trail cry drill keeper phrase favor Friday throw strike stray spree sample crave bluff grove strive grievance pain stain bean bone dine twine taken turn bench lone mine fine abstain expense distance.

Sentences. 1. Every rose has its prickles. 2. Every path has its puddle. 3. Variety is the very spice of life. 4. For the upright there are no laws. 5. All cruelty springs from weakness. 6. Wise judges are we of each other.

KEY TO PLATE 9.

- 1 Play able evil civil fleeces shelf devil Majel.
- 2 Price breezes trump catcher glimmer trainer exaggerate distress.
- 3 Spry sober suffer over thrice pressure measure cigarette.
- 4 Puff spine above brain stiff strain cuff clown.
- 5 Flown thine assign ozone shine hen explain sustain.
- 6 Pines chance density lonesome extensive behavior reference sister.

Translate lines 7 to 15.

Plate 9.



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W. S. SUTTON, Houston, Tex... Editors
J. B. MERWIN.....

We shall send *entirely free*, postage paid for one year the weekly edition of the *Galveston News* or the *Austin Statesman*, or the *New York World*, fifty-two copies to every new subscriber to the "American Journal of Education," or to any old subscriber who renews his or her subscription for another year. See coupon order on page 9. It is an admitted fact that when the teachers of Missouri wisely and zealously put more than **one hundred and fifty thousand copies** of this Journal into circulation the report of the Superintendent of Public Instruction for Missouri **showed an average increase of teachers' wages of 19.62**. Of course it was not claimed that all this was due to the **Journal**—but that it was an active and prompt and the principal factor in securing this **desired result**, no intelligent person will deny.

It is not the place or province of a journal of education to be constantly criticising the work done by the teachers in their schools in a public way. This is the work and the province of the city and county superintendents. Let it be done vigorously and constantly and privately within the schools, wherever and whenever it becomes necessary. These criticisms and this fault-finding are entirely out of place in the columns of our JOURNALS OF EDUCATION. They are used by the enemies of our schools to cripple their influence and results. We try to build up rather than to pull down.

Furnishing Your School.

THE *Texas School Journal*, in a late issue, makes the following wise and practical suggestion to its patrons, the teachers and school officers:

"Now is the time for teachers to make a good, honest, determined effort to have their school-house put in better condition for another year.

If your house has not enough desks, or needs new ones entirely; if you have no maps, globes, blackboards, or reference books, now is the time to arrange for procuring them. You can do more with your trustees now than at any other time during the year. If you have taught for them before, and are re-elected, they will be glad to show their appreciation of your services by making your house more comfortable and furnishing you needed material for better work in the future. If you are a new man, now is your time to make your mark. As much as men dislike to spend money, yet if a good teacher succeeds in inducing

a community to put their hands into their pockets for funds to build a good school-house, or put good furniture into one, they think more of him ever afterwards. Men usually feel interested in that in which they have money invested, and the more a community have invested in school property, the more interest do they generally feel in the school."

This is another strong endorsement of the wisdom of the statement of Prof. S. S. Parr, of the De Pauw Normal School in Indiana. Prof. Parr speaks from a long successful practical experience as a teacher and as an educator; he says, that "the live teacher who is provided with proper tools to work with in the school-room, is worth from \$10 to \$50 more per month than the teacher not thus provided."

This is true, because so much more work can be done, and so much better work can be done for the pupils with these proper tools for teaching.

An eight-inch Globe, a set of Maps, a good Blackboard, and Reading Charts are absolutely essential for the success of any school or any teacher. The children need these "helps" more than any one else. Our teachers as *Texas School Journal* suggests should see to it that provision be made by every school to furnish these tools to work with, now, without further delay.

THE two Texas Journals of Education have wisely consolidated. The ten thousand teachers employed in this Empire of the Southwest should see to it that a half dozen copies should be circulated among the school officers and patrons of the schools.

A circulation of 50,000 copies of our school journals in each state would soon put the teachers into a commanding influence, not only locally, but among members of the legislature.

THE *Central Missourian*, of Glasgow, gives Prof. J. S. Kendall the following cordial endorsement:

"Prof. J. S. Kendall, during a residence in Glasgow of about seven years, has endeared himself to our people and it is with the deepest regret that his many friends parted with him. Affable, courteous, and possessing unusual ability as an educator, Prof. Kendall was respected and loved alike by teachers, students and parents. The kindest wishes of a host of friends accompany Prof. Kendall and his estimable family to their future home in Texas, Honey Grove."

We build up our schools and our teachers by words of good cheer and by a recognition of the great work our teachers are doing to educate the children. This is better than useless fault-finding and hard criticism. Let the superintendents criticize privately and suggest, as it is their business to do, remedies for the faulty methods and wrong courses of action of these exist.

"Modern" Education.

OUR attention has just been called to an article on "Character and Culture" in the (last) April number of *The Teacher* (New York). The article is by C. M. W., whom we cannot fail to recognize as the distinguished exponent of one special form of the "Modern Education."

His purpose in the paper referred to is, evidently, to expose the errors of certain "believers in mediævalism in education."

An article by Professor S. N. Patten, in the February *Educational Review* is quoted from as illustrating the "ingenious" arguments by which said "believers in mediævalism in education" are "struggling desperately to hold their ground"; while the remarks in this *Journal* on "The Degree of A. B. at Harvard," are drawn upon to show how the same hopeless cause is defended by arguments "based on misconception."

Were it not that the bugaboo known under the name of "mediævalism," had been conjured with so often and for such various purposes, including the "proof" of the out-of-dateness of Christianity itself, we might be a little dismayed. As it is (and leaving Professor Patten to speak for himself) this seems to us to serve chiefly as an occasion for asking: *what precisely ought one to understand by the terms "mediæval" and "modern" as applied to education?*

We believe the thoughtful reader will agree with us, that there is one necessary assumption underlying all theories of education—the assumption, namely, that there is ultimately but one type of mind conceivable. Within this type no doubt there is wide range of variability for the individual mind. But for the individual mind to extend its own variation beyond the limits of the type—that must be, thus far, simply to go out of existence as mind.

And now let us note that education must present to us one or other of two aspects, according as we emphasize the type of mind in its essential wholeness, or, as we lay stress upon this or that special phase of mind considered for the time-being as predominant. The type of mind is in its nature invariable. The special phases of the individual mind, or even of what may be called a race-mind may, and unquestionably do vary. So that when we are discussing any question of education, it would seem that there ought to be kept clearly in view this distinction between mind as the one invariable, because universal and perfect, norm or type of mind; and the unquestionably variable, because imperfect, mind of this or that individual man or group of men (such "group" consisting of a greater or less number of individuals who are all found to repeat in substantially the same way a given peculiar variation within the type).

Keeping this distinction in view

education must, we repeat, present two aspects. In one the universal norm or type of mind will be emphasized as that toward which the individual mind should continuously approximate; since otherwise, its variations being from the type, its activity will be abnormal. And the result of this must unfailingly be: reduction rather than expansion of the energies of the individual mind. (It might further be remarked that this is precisely that in which evil consists; for evil is *wrong-doing*; that is, first of all, the *wringing* or distortion of the individual mind. It is self contradiction—the more or less frantic, and always hopeless, struggle of the poor little self that is against the great, divinely constituted self that ought to be).

The other aspect which education presents, is that of training the individual into utmost maturity of power and efficiency of activity in such special direction as conforms to his inherited capabilities on the one hand and to the "demands of the time" on the other. The latter has come in these "modern" times to be specially and persistently designated as a "practical" education. It is, in other words, the "modern" education in contrast with the "mediæval" which latter insists upon the necessity, first of all, of securing conformity on the part of the individual mind to the universal norm or type of mind.

Now, what we would urge is: that these are but complementary aspects of education in its true and truly practical sense. We believe in man as first of all an immortal, divinely constituted being. We also believe that the universal norm or type of mind can be realized in and for the individual only through continuous activity, in full accordance with that type. We believe in other words, that "getting on in the world" has first of all for its essential and strictly legitimate meaning precisely this: *The development of sound personality*, of which "Character and Culture" are the distinguishable, but absolutely inseparable complementary factors. Nay so clearly does this appear to us to be the one true, because all-inclusive, aim of life that we do not hesitate to make this further claim: That all institutions, including all schools, elementary and advanced, whether of the liberal arts, or of law, or of medicine, or of theology, or of Science or of manual training, are valid simply and solely on the ground that they are means to the development of sound personality into realized form on the part of the individual human being. And the more consistently and efficiently they serve as such means to the unfolding of what, without any shadow of hyperbole, may be called divine individuality on the part of each and all the members of the community, by so much the more substantial becomes their claim to be perpetuated; while failure to serve such purposes—still

more, any tendency to obscure or pervert such purpose—must be valid ground of discontent with them, and even of their final abolition.

This, then, is our point of view. None could be farther than we ourselves are from any desire to restrict any legitimate form of education. We simply insist that there is a logical order in the unfolding of mind, (always including 'character'), and that if this logical order is to become concrete in the individual mind, it must be by emphasizing from the very outset of his education, the fundamental qualities of mind as mind; and this in such way and by such means as will bring him steadily into ever-clearer apprehension of his own nature in its ultimate significance, into ever-clearer apprehension of what constitutes the one true aim of life.

The whole question we are considering, in fact, is one of *ideals*. The case in court is this: The ideal of the temporal self vs. the ideal of the eternal self. And it is not very difficult to see on which side of the case stand those who would substitute a professional education for that universal form of education which is with truest insight called "liberal."

On the other hand it seems strange that there should be occasion for saying that no sane man could for a moment so much as dream that the studies which happen to be included in a "professional" course, have for that reason any tendency to lower the standard of morality on the part of those pursuing them; and to pretend that any one has contrasted men trained in professional schools with those trained in the "college" course, as if the former were inferior, and the latter superior, is little short of fantastic—especially as a large percent of men trained in professional schools are also regular college graduates—as all should be. (We are far from saying that this is as yet practicable. We are here pointing out what seems to us the true ideal.)

But what does menace the growth of character, and that seriously in these times, is the apotheosis of material success and the consequent tendency to narrowing education, so that it shall mean chiefly, if not solely: that expertness which leads to material success. Our splendid achievements in the direction of what ought always to be counted simply as *means to the development of personality*, are tending inevitably to the obscuring of that lofty ideal of *personality*, which must be the ultimate guide of life, if life is to continue worth living. In order to save the individual from becoming unduly self-conscious, he must be aided in becoming duly conscious of himself. That is, he must in the first place be aided in forming a just estimate of the discrepancy between the self that he is here and now, and the self which it is the one

true aim of his life to become; and secondly, he must be helped to rightly estimate the means and method by which this aim may be fulfilled. In other words, while at the outset education is predominantly theoretical or intellectual, it proves to be progressively ethical, and in the outcome to be distinctly and predominantly religious—that is, *practical* in the highest sense of the term.

Such, we insist, is the one true purpose of education. Let each individual be trained finally in accordance with whatever there is of rational in his inherited capabilities and tendencies. This is the work of the special school. But first of all let him be trained in accordance with that ideal, divine-human nature which is common to all. First let him become a *man*. Afterward let him become a *specialist*. That is, when he has become fairly mature in "character and culture" let him exercise the power that is now really *his* of choosing *what manner* of man he will be. In which case the whole course of his after-life will be the more likely to prove a continuous process of widening and deepening "character and culture" on his part. Every legitimate occupation in life, when rightly pursued, is wholly ethical, essentially ennobling.

No doubt the transition is gradual, and is fairly completed at different ages with different individuals. But the *order of development* we repeat, is invariable.

Doubtless enough has been said to put beyond question the present writer's ignorance of detail. If not, he is ready to confess, unreservedly, that in this respect at least his ignorance is practically infinite. But nearly a half-century of observation brings him this reassuring suggestion—that doubtless every other human being might with perfect truth, make the same confession. One thing indeed, the present writer must add here—that very early in boyhood he was initiated in manual training, and had a full five years course of serious, unequivocal "shop work." He has never regretted this factor of his education. He thoroughly believes in it. He would gladly see it made a factor of all elementary school education. But this only in *due subordination*. The training of hands, along with the training of senses in every way, the true purpose of all this in the plan of education, is still to be kept clearly in view. And that purpose in such connection is precisely and solely this; to facilitate and render more vital the process of mind-development. The danger, here as elsewhere, is that such "interesting" work may be allowed to supplant the "drier," but far more indispensable, processes of mind-formation.

Let education be widened to include all legitimate elements, let it be modified so that its methods shall be unfailingly rational, but let it also be so

ordered as to constitute the perfect organic form for the unfolding of individual minds toward the ultimate type of *mind*, in its universal and truly divine nature. Such we conceive to be the true education—not "modern", not mediæval, but eternal in character.

We insist upon it, therefore, that the first concern of education, is that the mind shall become truly *integral*, and that expertness, adroitness, however indispensable in its way, is still of secondary moment. And this, so far from being an advocacy of a "mere smattering" in point of details as an education, is precisely the reverse. We are simply insisting upon the importance of principles which give continuity and organic unity to themes; insisting that "facts" are to be held in subordination to these principles, as illustrating their application, their concrete unfolding. On the other hand it is precisely the man who insists upon "facts" until he loses sight of principles, who is the "smatterer"; and this no matter to what mountain height he may have heaped up his facts—no matter, either, whether the "facts" are obtained from observation of insects, or from mere memorizing of Greek particles and roots.

W. M. B.

By hard work, when help was refused, by patience when others scoffed, by endurance when wiles were practiced, by persistence when discouragements multiplied, by skill of no common measure the St. Louis School of Fine Arts has been brought to its present enviable position among the potent factors that go to make up the refinement of social life characterizing the St. Louis of to-day.

Nothing could be more natural, therefore, than the selection of Prof. Ives as Commissioner of Fine Arts at the World's Fair. His consummate skill as a manager, and his wide catholicity of taste cannot fail to secure a collection of works cosmopolitan in range as well as of the highest value in stimulating genuine interest in genuine art throughout the country.

In an interview published in the *New York Recorder* (May 31st), Professor Ives gives the key-note to the whole matter. "To my mind," he says, "the great value of such an exposition is educational, and I hope—or rather, intend—that our art department shall be especially valuable from the educational standpoint."

All schools are to be allowed opportunity for proving their respective merits, and the obverse of this is, of course, the inevitable proving of their defects also. In other words, such opportunity for comparison will be the rarest of opportunities for the exercise of judgment, for the cultivation of that subtle quality of mind known as "taste."

The St. Louis School of Fine Arts, the Washington University, the city of St. Louis, and the West in general

may well take pride in this recognition of the conspicuous fitness of a Western man for leadership in a department where, until recently, the West was regarded as conspicuously lacking.

BLACKBOARDS.

WE have known for years what wonderful things could be done with *blackboards*, but the latest, and perhaps the *best*, discovery yet made of the use of this invaluable auxiliary in teaching was demonstrated the other day by a learned professor, in showing the exact place where *Adam and Eve* lived!

With a big piece of chalk Prof. Rogers, of Dickinson College, Carlisle, Penn., designated upon a *blackboard* the probable location of the Garden of Eden. His audience was composed almost exclusively of members of the Methodist conference.

Prof. Rogers disputed the theory that the Garden of Eden, as described in the Mosaic history, is simply legendary, and by means of his map he located the *abiding place* of humanity's first parents near the ancient site of Babylon. He said the word "Eden" was of Assyrian derivation and indicated a lowland, thus proving that the "Garden of Eden" signified the "garden of the valley." Geographical researches by many of the most eminent historians were quoted in the most interesting relation and the charges in natural forms were pointed out with a precision and emphasis that enlisted the undivided attention of the audience. He said the physical conditions of the region are exactly as described in the Bible.

"THAT Little Red School-House" pamphlet, issued by *The Great Wabash Railroad Company*, St. Louis, will afford the teachers a vast amount of interesting and profitable information. The great Wabash Railroad Company, believes in the good work the schools are doing along its line. They are keenly alive to the fact that intelligence begets thrift, produces more than it consumes, creates commerce and makes business for the railroads.

Send a postal card to the agent of the Wabash Railroad Company, St. Louis, for a copy of "The Little Red School-House."

Tutt's Pills

CURE CONSTIPATION.

To enjoy health one should have regular evacuations every twenty-four hours. The evils, both mental and physical, resulting from

HABITUAL CONSTIPATION are many and serious. For the cure of this common trouble, *Tutt's Liver Pills* have gained a popularity unparalleled. Elegantly sugar coated.

SOLD EVERYWHERE.

ILLINOIS

EDITION

American Journal of Education

\$1.50 per year in advance.

E. N. ANDREWS, Chicago..... } Editors
J. B. MERWIN

We think the great mass of teachers in the country schools, where nine-tenths of the people get all the school education they ever acquire—do a very great work—not the highest, nor in all respects the best work. They are faithful, conscientious and do the best they can do with the opportunities they have had, hence, we do not sympathize at all with this continual effort made by our so-called "school journals" to belittle this work. These country teachers are as competent, relatively, as the city teachers, and in their place do the work that is required of them faithfully. Why not recognize and encourage this work. A good word is better and more helpful than this fault-finding. The people need to have their confidence and their faith strengthened in the schools—not destroyed. Let us take hold and build up rather than pull down the teachers of the country schools.

The Basis of Knowledge.

"A precious seeing to the eye."
—SHAK.

OBSERVATION is the basis, absolutely, of all knowledge.

Children in the schools and parents at home talk of what they see.

Pupils in school must have something the eye can rest upon, to properly locate places mentioned in their geography, reading and history lessons to aid the mind to hold on to the facts related in these lessons.

Hence the necessity of providing a set of maps for every school, if you would have the pupils read and study and retain what is communicated.

If children are reciting lessons about the State in which they live or about St. Louis, Chicago, New Orleans, Boston, New York, San Francisco, Galveston or any other city, they must have a map before them to locate properly these places, as well as all others of which the lesson treats.

With maps hanging before them, the children will link state to state and city to city, and trace not only the boundaries but the important commercial relations of each to the other.

In fact, the important news of the day, coming as it does from all parts of the country and the world, which should be commented upon for a few minutes every day, cannot be intelligently understood by the children in the school or at home, without the liberal use of maps.

A whole class can be taught at once with these maps before them, and the teacher instructs ten or twenty better and more effectively with them than

they could instruct one pupil without them, hence they can do as much more work if these maps are furnished every school as there are pupils to be instructed.

With these maps before the pupils every lesson learned in the school is linked to the work, and becomes valuable as a help to our every day life.

What do we produce in this state more than we consume?

Where do we sell it?

What do other states and countries produce that we buy and use every day?

Where does our coffee, tea, sugar, spices and clothing come from?

We must learn all these facts, and with a set of maps by which to locate places distinctly we avoid the details which burden the minds of the children with useless information and enables them to get in a short time what it would take years to learn without these helps—hence every school should be furnished at once with a full set of maps.

They can be had now with a globe, black-boards and a set of reading charts for such a trifling expense, when the great advantage they give to every child is taken into consideration—together with the time saved—that it is economy to secure them, and a waste of the time of the teachers and pupils not to have them.

These advantages are so obvious and clear to intelligent school officers that it only remains to point out where they can be had. We give you the evidence of their help and their value by those who have proved what can be done by them—by the test of experience.

Manual Training.

WE hope Bro. Brown of "The Public School Journal" will take note of the two important things that manual training might have done for him.

What a pity he missed it!

"Mrs. Alice Freeman Palmer has spoken out for the manual training schools: 'We stand to day with reverence before the boy or girl who can do any one thing perfectly—who can draw a perfectly straight line or hit the nail exact on the head. We who are older and missed this teaching will go down to our graves poorer because we missed being taught to hit straight, to see straight, which makes us think straight and speak straight.'"

You get in the premiums which we send free, great things—vital things to teachers and for the people. Power you get in all these, giving for a trifle the most lasting and beneficial results.

Ask your friend to join you, and both share in these helps.

We must fashion life and not let life fashion us. We must be something more than clay in the hand of time and of the day.

An Honor to Missouri.

"Honours thrive
When rather from our acts we them derive."
—SHAK.



ALLEN MOORE, M. S., PRES.



NORMAL BUILDING.



LADIES' RESIDENCE.

A GRAND INSTITUTION, AN HONOR TO MISSOURI.

THE CHILLICOTHE NORMAL SCHOOL, ACTUAL BUSINESS INSTITUTE AND SHORTHAND COLLEGE.

Missouri is marching to the front in educational interests, and no institution and no man has done more to raise the standard of Missouri's schools, than the Chillicothe Normal and its President, Allen Moore.

The favorable reputation of this noted institution of learning is not confined to its one state, as there are students in attendance from more than twenty different states. The superior buildings, the unsurpassed faculty of twenty-six members, the low rates, the healthfulness of the location, etc., have caused hundreds from distant fields to seek this noted school. Its thorough work has made it popular among our best colleges.

The Normal Buildings so beautifully located upon the northern suburbs of the city, and with such lofty and commanding proportions, reflects its noble purpose and tells a story of victory so manfully won by those who shouldered the burden and pushed it to successful completion. 'Tis a lasting monument that a cultured and pro-

gressive people have "built upon a foundation of rock," and will never perish, for its influence will be felt in the ages to come. Allen Moore, M. S., its president and proprietor, is a gentleman of extended experience, and among the most finished and competent educators in America, and under his wise management, and well earned reputation it has an enrollment of over 800 students since its opening early last fall.

The Chillicothe Normal school building occupies a central space upon a plat of nearly four acres of ground; about ten minutes walk from the center of business; it is substantially built of lime stone and brick three stories high, after designs furnished by its president and proprietor; its interior is divided into rooms suited to every branch taught; the addition of two commodious dining rooms, cook room and residence suite for its president, as also a large reception room and office the whole having incandescent electric lighting, steam radiators, and furnished and equipped much better than the average western college of learning. The ladies residence just south of the main building was constructed with due regard to convenience, sanitary laws, privacy, and home comfort; has sleeping room accommodations for sixty-two guests; fully equipped with everything necessary; cozy double parlors nicely furnished, and matron's room. The building is a three story frame structure 35 by 125 feet, and was also built after designs as furnished by Mr. Moore. The grounds, ladies residence, private stable, furniture and apparatus, all combined, represents an outlay of \$50,000.

The courses of study given at this Normal are a common school course, dealing with the fundamental studies and giving to all pupils a correct training.

Teachers or Normal course, scientific course, classical course, commercial course, musical course, shorthand, type-writing, penmanship, fine art, and taxidermy, beside furnishing its students the free use of a library of over 5000 volumes, composed of the best works on a large variety of subjects. Its faculty is composed of some of the best educators and lecturers in the West. For catalogue of information address Allen Moore, M. S., President and Proprietor, Chillicothe, Mo.

HON. J. L. M. CURRY, Washington, D. C., will deliver an address on the great Massachusetts philanthropist, "Geo. Peabody, and His Relations to the South," before the Southern Educational Association, at Lookout Mountain, July 9th.

MISS CLARA CONWAY, of the Clara Conway Institute, Memphis, Tennessee, reads a paper before the Southern Educational Association, on Lookout Mountain, on "a University for Southern Girls."

J. BALDWIN, so long President of the Sam Houston Normal Institute, Texas, bears his years, culture, and justly-earned honor of an LL. D. modestly. He delivers a series of lectures on "psychology" and "School Management" at the summer normal school at Mt. Nebo, Ark. The very popular and useful volume by Dr. Baldwin on "School Management" was compiled from a series of articles on this topic written exclusively for the columns of the AMERICAN JOURNAL OF EDUCATION.

It is best, if possible, to arrange to arrive at Toronto in the day time, or early in the evening.

LOUISIANA

EDITION

American Journal of Education.

\$1.50 per year in advance.

HENRY E. CHAMBERS,
New Orleans..... } Editors
J. B. MERWIN, St. Louis..... }

WOULD it not be better for us all to explain in a *practical* way what "good works" mean, rather than to be preaching so much about the *doctrines* of faith and good works.

THE most profitable thing to learn, the most honorable thing to know in this world is Christ's Sermon on the Mount.

A FAIR forehead outshines its diamond diadem.

WHAT we say and do to-day in our schools and in our teaching ought to be something better and beyond that said and done yesterday.

LET us understand that greatness is best fulfilled by completeness and not by partiality and incompleteness.

OUR teachers must face and measure and interpret the living age of to-day—teach in its strength, and virtue, and life, or drop behind into oblivion.

SYMPATHY is the life-blood of all true progress. Do not complain overmuch if the teachers and instructors are not social. Genius and devotion stand apart. It is said that the vast solitude of Jeremiah, Dante, and Michael Angelo, was the result of their intense desire and yearning to enoble humanity.

THE splendid and unrivalled text books furnished so cheaply by the great publishing houses, will give you plans and schemes and *methods* of teaching and illustrating every branch of study. For this reason THE AMERICAN JOURNAL OF EDUCATION devotes its space and strength to the building up, extending and perfecting our schools in all the states in the Union. The results are stated, clearly and explicitly, to be in Missouri, an average increase of teachers' wages of 19.62 for every teacher in the state.

CERTAINLY, some considerable time should be devoted *each day* to this matter of properly signing and directing letters, because exigencies may arise that will take any one or more of your pupils away any day from this training, and if the children are not instructed in the school how to write and properly *sign* and properly *direct* letters they are liable to miss this instruction altogether, with the result as officially stated, that over *six million* pieces of mail matter are sent to the *dead* letter office annually. Yes, ignorance costs; and intelligence pays.

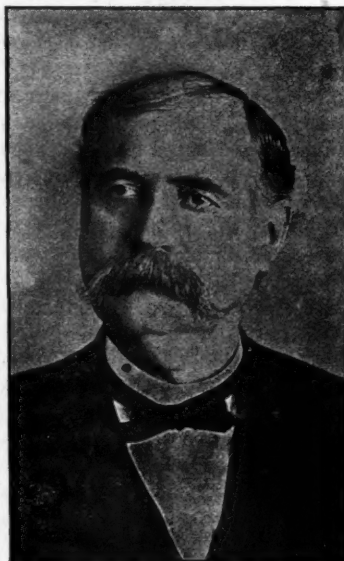
Florida.

"As Hercules did shake down mellow fruit."
—SHAK.

FLORIDA, the land of fruits and flowers, is fast growing to be one of the most attractive States in the South—not only for its delightful climate, its fruits and flowers, but for its fine, progressive system of public education.

State Superintendent Russell has done a remarkable work in perfecting an organization of the counties and towns so as to bring the best educational facilities within reach of all the people.

He has found a very intelligent and efficient ally in all this work in



JUDGE J. T. BEEKS,

the county superintendent of schools of Orange county.

Judge Beeks is located at Orlando, Florida, and his local Board of Public Instruction is composed of Geo. F. Foote, chairman; Perry A. Foster and H. Seagrave Adams and C. W. Jacobs, treasurer.

We have received a number of letters from the leading teachers of Orange county speaking in the highest and kindest terms of Judge Beeks and his helpful and suggestive work in all the educational progress of Orange county.

A line from a friend in Orlando says: "Judge Beeks will scarcely be able to be at the great meeting at Chattanooga as he has taken a vacation of but *one week* in twelve years." It is this devotion and singleness of purpose in County Superintendent Beeks which has brought the schools of Orange county up to such a standard as would do credit to any county in New England or the Northwest. Judge Beeks believes with United States Commissioner Harris, that the State and the nation that proclaims itself a government of all the people by all the people, must be founded on virtue and intelligence.

That virtue and intelligence are not a product of nature, but of *education*, moral and intellectual, and consequently that the education of all citi-

zens in schools is therefore a supreme concern of the State and the nation. He believes that the greatest thought which we, as a people, have yet formed is the idea of promoting self-help.

The only help that is safe for one man to give another is that help which promotes self help. This is the only safe help, either on the part of the individual or the city, or the State, or the nation, that may be given. Any other gift may prove an evil in disguise.

The two pillars of school education are good behavior and intellectual training. The good school by its discipline secures obedience to order and habitual respect to the rights of others, regularity, punctuality, silence, industry, truth-telling, courtesy, a kindly fellow-feeling for others—these are the elements of good behavior as found and developed in all our schools.

Judge Beeks believes in, and labors constantly for, the realization of Wordsworth's prayer and prophecy for the coming of that glorious time—

"When, prizing knowledge as her noblest wealth,

And best protection, this imperial realm, While she exacts allegiance, shall admit An obligation on her part to TEACH

Them who are born to serve her and obey;

Binding herself by statute to secure, For all the children whom her soil maintains,

The rudiments of letters, and to inform The mind with moral and religious truth, Both understood and practiced—so that none,

However destitute, be left to droop, By timely culture unstained, or run Into a wild disorder; or be forced To drudge through weary life without the aid

Of intellectual implements and tools; A savage horde among the civilized, A servile band among the lordly free! This right—as sacred a most, as the right To exist and be supplied with sustenance And means of life—the lisping babe proclaims

To be inherent in him, by Heaven's will, For the protection of his innocence; And the rude boy, who knits his angry brow

And lifts his wilful hand, on mischief bent,

Or turn the sacred faculty of speech To impious use, by process indirect Declares his due, while he makes known his need.

This sacred right is fruitlessly announced This universal plea in vain addressed, To eyes and ears of parents who themselves

Did, in the time of their necessity, Urge it in vain; and therefore, like a prayer

That from the humblest floor ascends to Heaven

It mounts to reach the State's parental ear;

Who, if indeed she own a mother's heart, And be not most unfeelingly devoid Of gratitude to Providence, will grant The unquestionable good."

In drawing, pictures form within pictures, and the child in drawing becomes an interpreter.

The Chicago and Alton R. R.

IT seems, by a dispatch to *The Republic* of June 15th, that there is to be a square back-down on the part of the sixty-four Trunk and Central Traffic lines which have been boycotting the Alton, or a passenger rate war extending between the Missouri River and the Atlantic Seaboard, the like of which has never been seen before in the United States.

One of the leading general passenger agents says: "Let me tell you how it will work. We get, say \$11, as our proportion of a through ticket from Kansas City to New York. The boycott debars the Alton from participating in through rates, and to meet the situation it makes a local rate from Kansas City to Chicago of \$10. This cuts the regular local rate \$2.50. To-morrow some line will ask and obtain permission to meet the Alton rate, for of course we can get no business out of Kansas City at \$12.50 while the Alton charges \$10. This rate will not be in before the Alton will make a \$9 local rate. We will meet that, the Alton will go \$1 lower and so on. Meantime the rates will go down via St. Louis, and the Wabash and Maple Leaf will carry the reduction to Toledo and Detroit. In any event the lines east of Chicago would have to join us in lowering through rates, and every rate between the Missouri and the Atlantic will start down the toboggan slide. Before rates go to the bottom millions of dollars in revenue will be lost, and the Alton, which is better able to stand its share than any of them, will not lose one dollar where the balance of us lose a hundred. The only possible way out is for the Eastern roads to get together, acknowledge their mistake and declare the boycott a failure." The Chicago & Alton R. R. will doubtless protect its "revenues."

Posterity, which gives immortality adores above all things generosity and nobility of action.

We have no other impulse, no other guide, or wish, than that sacred intelligence which is alike respected by all. This constitutes my strength and my right to speak and to plead.

If I have succeeded in reconciling hearts, if I have destroyed prejudices, conquered prepossession, I have attained my dearest object and my mission is accomplished.

LIVES that are worth living are *worth repeating*; and a statue repeats such a life. Hence it is that sculpture becomes the handmaid of religion and education.

WHAT a mighty and a rare blessedness fills the heart of the real teacher as they see pupils flower out into beauty, strength and power—not stopping where they stop, but rising ever higher to pour floods of sunshine into all the lives, and valleys around them.

MISSISSIPPI

EDITION
American Journal of Education.
\$1.50 per Year in advance.

J. W. MARTIN, Jackson, } Editors.
J. B. MERWIN, St. Louis, }

It is time now for our teachers and school officers to see to it that the school law in all the states be so amended as—

1st. To provide for the payment of the wages of our teachers at the end of every month.

important point. Teachers should be paid at the end of every month in all the States as other County and State officers are paid.

3rd. Estimates should be made so as to sustain the schools nine months during the year, if possible.

4th. The minimum salary should not be less than \$50.00 per month.

In order to secure competent teachers for all the schools, we can afford to do all this with our abundant crops, good prices, and growing prosperity.

This life of the teacher is no wild arabesque without meaning or purpose. It is a divine on-going, on-reaching work, to lift up and build up the people, and give them power and peace and prosperity. Intelligence wins and triumphs; ignorance loses and falls.

Programme of the Southern Educational Association.

SECOND Annual Session, Chattanooga, Tennessee, July 8, 9, 10 and 11.

OFFICERS OF THE ASSOCIATION.

President—Josiah H. Shinn, Superintendent Public Instruction, Little Rock, Ark.

Vice Presidents—Hon. E. B. Prettyman, State Superintendent, Maryland.

Hon. John A. Massey, State Superintendent, Virginia.

Hon. B. A. Morgan, State Superintendent, West Virginia.

Hon. S. M. Finger, State Superintendent, North Carolina.

Hon. W. D. Mayfield, State Superintendent, South Carolina.

Hon. A. J. Russell, State Superintendent, Florida.

Hon. S. D. Bradwell, State School Commissioner, Georgia.

Hon. I. G. Harris, State Superintendent, Alabama.

Hon. J. R. Preston, State Superintendent, Mississippi.

Hon. W. R. Garrett, State Superintendent, Tennessee.

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Hon. W. H. Jack, State Superintendent, Louisiana.

Hon. H. C. Pritchett, State Superintendent, Texas.

Secretary and Treasurer—Major Eugene G. Harrell, Raleigh, N. C.

Assistant Secretary—Edward C. Britton, Mt. Olive, N. C.

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Railroad Rates.

The railroads all through the south have made the most liberal rates for the great meeting of "The Southern Educational Association" to be held at Chattanooga, July 8, 9, 10 and 11. The following roads will give one fare round trip tickets to Chattanooga, with limit expiring September 30, 1891.

Main line of St. Louis, Iron Mountain and Southern in Arkansas and all branches, including the Little Rock and Fort Smith Railway. Tickets sold at all offices from July 5th to 9th, inclusive.

The St. Louis, Arkansas and Texas Railway and St. Louis Southwestern Railway, in Arkansas and Texas. Tickets sold in Arkansas July 5th to 9th. In Texas one day earlier.

The Memphis and Little Rock. Tickets sold from 6th to 9th, inclusive.

The entire system of the Louisville and Nashville Railway.

The Nashville, Chattanooga and St. Louis Railway.

The entire system of the Queen and Crescent.

Limit between Cincinnati and Chattanooga is July 14th. From all other points, September 20th.

The East Tennessee, Virginia and Georgia for all points south and west of Chattanooga.

All that part of the Georgia Pacific west of Birmingham. Tickets sold July 5th to 9th.

Mr. Frank Goodman, of Nashville, has given special time and attention to the securing of very low rates of fare for this and for the N. E. A. also.

Teachers and others who propose to visit either or both meetings, will do the best thing to communicate direct with him without delay.

Ex-Gov. ROBT TAYLOR, of Tennessee, will make the address of "Welcome" to the members of the Southern Educational Association at Lookout Mountain, July 8th.

MEMORY

BISHOP JOHN E. VINCENT, Chancellor of the Chautauqua Literary and Scientific Circle, writes: "I fully endorse your system as sound in philosophy, and practical to the highest degree."
REV. JESSE L. HULSBUT, D. D., Principal of the Chautauqua Literary and Scientific Circle, writes: "I have been working on your plan and have committed to memory *five* of St. Paul's epistles—Ephesians, Philippians, Colossians, First and Second Timothy. All of these I can now repeat and often do repeat. I find that I can now commit SEVEN OR EIGHT VERSES IN LESS TIME THAN TWO VERSES WOULD REQUIRE WHEN I BEGAN."
SUPT. E. W. WEAVER, Secretary of the "Library of Education," Cincinnati, writes: "The simplicity of the method and helpfulness of its suggestions are wonderful. It should be read and studied by every teacher."
Particulars on Application. Specimen Pages and Address on Receipt of Ten Cents.
JAS. P. DOWNS, Publisher, Room E, 243 Broadway, New York.

Lyric Poetry.

UNITY is specially important in lyric poetry; indeed the unity is "the point" of psalm or song, and is its chief literary effect.

The higher unity is the basis for distinguishing different forms of composition. Thus a rough arrangement may be made of prominent literary forms in the Bible.

Legal Digest: as Leviticus.

Epistles: e.g. of St. Paul.

Speeches: Deuteronomy.

Epic: Prose Epic, or history, which may of course incorporate legal documents, poems, speeches: Genesis, Isaiah xxxvi.-xxxix., the Gospels. Mixed Epic, that is, prose breaking into verse as the thought requires. [A form peculiarly adapted to Hebrew—of late years finding its way into English in such a work as Wm. Morris "House of the Wolfings."] Examples: History of Balaam (Numbers xxii.-xxiv.) Book of Jonah.

Lyric: The "Burden" or "Oracle," a special Hebrew form, somewhat corresponding to the ode or dirge: e.g., Ezekiel xxv.-xxxii., and the prophets generally. Psalms and hymns. Folk-songs: Of the well (Numbers xxi., 17-18)—of the sword (Genesis iv., 23-24.) Occasional songs: Deborah's Triumph (Judges v.)—Last words of David (2 Samuel xxiii.)—Elegy over Saul and Jonathan (2 Samuel i. 19) Ritual Hymns (for more than one performer): Psalms cxviii., and especially cxxxvi.

It will be observed that a "book" of scripture may contain many separate compositions—a great desideratum is the separation by the printer of such compositions, with proper titles, etc. [An approach to this in R. V. of Isaiah i.-xxiv.]

Nevertheless, it is an important exercise to read a book of the Bible as a whole, if possible at a single sitting, for the purpose of catching its unity. Illustration: Deuteronomy is a series of farewell speeches by Moses—first speech, i.-iv., 40; second speech, with recital of the law, v.-xxvi; ceremonial of the curse, and Moses' solemn appeal xxvii.-xxviii.; Moses' personal farewell, xxix.-xxxi. 8. Two poems are added,—the song of Moses (xxxii.), and his last words (xxxiii.)—upon which an intense interest is thrown by the

constant shadow of the pathetic situation which they are delivered; the leader of the Hebrews through their wanderings alone realizing the promised land from which he alone is excluded [this thought is continually breaking out; i. 37, iii. 23, iv. 21, xxxi. 14, xxxii. 48.] Note also a crescendo of interest throughout the book; narrative review, appeal, ceremonial, and passionate denunciation, personal farewell and tenderness, climax in song, simple prose account of the pathetic end.

It is hard to say what may or may not be discovered on the broad expanse of our western prairies. A few years ago Prof. Marsh, of Yale, came upon the remains of several successive types of the horse leading up to an early form having four toes. And now Prof. Canfield, of Nebraska, has discovered something so peculiar in the history of woman as to justify us henceforth in regarding her as belonging to a peculiar species or even genus; so that hereafter her history will have to be considered separately. Nay doubtless, as we have, from the new germ-theories of disease, a new department of medicine known as *Bacteriology*; so, without doubt, we must brace ourselves to meet the inevitable and prepare to enter upon the study of still another new science *Gynaikology*, as doubtless it will be called. Probably also the institution where this great discovery was made will be named to commemorate so world-historical an event, and be known to future ages as the Gynaikological University.

BISHOP O. S. FITZGERALD, of Nashville, Tenn., will deliver an address before the Southern Educational Association, on Lookout Mountain, Friday evening, July 10th. Subject, "California, as it Was and Is."

PLEASE sign your name plainly, date your letters, giving the Post-office, County and State. We have a score and more of letters that we cannot answer as we do not know the name signed or the Post-office where these answers should be addressed.

WHAT a thought was that of God's when He thought of the beauty, symmetry, and perfection of a tree to adorn the landscape.

WASHINGTON

D. C.,
EDITION

American Journal of Education AND NATIONAL EDUCATOR.

\$1.50 per year in advance.

ERIAH BONHAM, Washington, D.C. } Editors
J. B. MERWIN, St. Louis. }

WE must learn to love and not to scorn those who do not understand us.

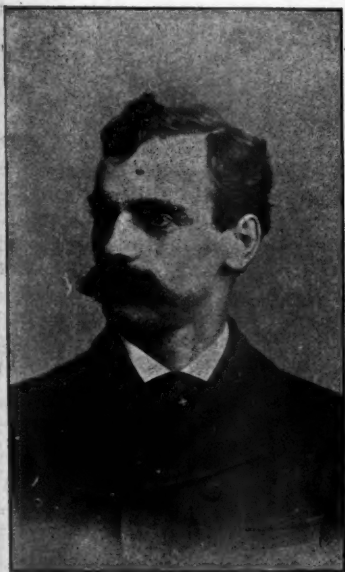
THE benefit of these great teachers is to make manifest these capacities of the human mind in all directions—not a piece—but as whole do they reveal man to himself.

Of course our teachers ought to understand and to develop the idea that physical as well as mental strength is the basis of prosperity and culture in the State.

A Presidential Candidate.

"Thou invisible spirit of wine
If thou has no name to be known by,
Let us call thee—devil."

—SHAK.



FRANK M. BEMIS.

THIS man should be made the Prohibition Candidate for President of the United States.

Frank M. Bemis is a Prohibitionist.

When Henry Ward Beecher was asked, on one occasion, the status of a certain prominent citizen of Brooklyn who had political aspirations, he said "— —," (mentioning his name) "Yes, I know him, first—he is for himself—next after himself he is for his political party—then he is for his church—then he is for Brooklyn, and then—if there is anything left over—he is for the country and the government of the United States."

Frank M. Bemis is a political Prohibitionist, first, last, and all the time, hence he would make a consistent standard bearer as the nominee for President of the United States, for the Prohibition party.

The Prohibitionists have never yet nominated a man as their standard

bearer, who was first, last, and all the time, a political Prohibitionist.

Frank M. Bemis cast his first vote with the starting of the Prohibition party, and for the first prohibition candidates ever nominated. On all occasions since he has voted *only* for Prohibitionists. He never cast a ballot for any other party nominee—no matter what the emergency.

Frank M. Bemis does not believe in compromising in any sort of way, or form, with this monster giant of iniquity—the liquor traffic. He has no voice of persuasion for those who engage in this traffic, but a hand of iron to dash it to atoms and destroy it, root and branch. He has evinced the temper, stoutness, fearlessness, ability, courage, the whole range of qualities, in fact, which entitles him to trust and to leadership as the Prohibition candidate for the Prohibition party for President of the United States. He states and defends his principles on this question, on all occasions—he makes the most and all of it—nobody can think or say worse of the liquor traffic than this man. He has seen too much of the results of this traffic to resort to reason with those who, in anyway sustain, or who engage in it. He stands for, fights for, lives for, and is ready to die for the principle of the entire prohibition of the liquor traffic on this continent.

There may be men of more culture, of deeper insight, of wider reading on certain lines, but there is no man truer to his convictions, or more able to maintain and defend them. He has abundance of thought—he is never dull, never insincere, and has the wit, and the genius to make his points clear, and his arguments for the entire suppression of the liquor traffic unanswerable.

He does not believe in being the devil's attorney to bolster up by his vote, or his act, or his thought, or his example this "sum of all villainies."

He has witnessed the large promises of both of the old parties to suppress this traffic by law, and been disgusted with their shabby and wicked betrayal of the people into the hands of the licensed liquor traffic for "revenue" for campaign purpose.

He has been witness to the fact of this betrayal of the people over and over again by the old parties and of their failing to even attempt to suppress this "crime of crimes."

He believes it is more of a crime to make a counterfeit man than to make a counterfeit greenback—that if it is the province of law, and the law has strength enough to prevent or punish the counterfeit of money, it is strong enough to punish the person who makes an innocent boy into a counterfeit man!

Events force upon us convictions which ought to ripen into deeds, into action, which shall prevent the thugs of society from delivering the people over from one set of criminals, by

a change of party machinery to another set of criminals, who maintain and defend the liquor traffic by law.

Mr. Frank M. Bemis knows that to vote for men, or for parties, who legalize the liquor traffic is to do a criminal act—that the only way to escape the blight and curse of drunkenness, is to prohibit by law the liquor traffic and to punish those who violate law in this respect as promptly and vigorously and severely and certainly as we punish lesser criminals, for lesser crimes.

Frank M. Bemis, if elected President of the United States on this platform, will satisfy expectation on this point, and not disappoint it. In him, this saving monumental truth that the liquor traffic can, and must be destroyed by law—seems not only to have fashioned a brain to comprehend it—but a courage and character to apply and enforce it. He seizes the truth, that it is not only the duty—but that the government has the power to uproot and destroy such an infamy as the legalized liquor traffic, and that the government should put itself at the head of such opposition. He knows that if instead of leading and guiding, the government allows itself to be dominated, and controlled by the liquor traffic, it hastens to destruction, and compromises every right interest in society, instead of protecting it.

Frank M. Bemis believes that this moral imbecility and cowardice on the part of the voters of this country on this question of the entire suppression of the liquor traffic by law, is the most dangerous symptom in our political horizon.

He believes that African Slavery in its worst form, with its wrongs, oppressions and cruelties, in this country, bore no comparison to the wrongs, cruelties, poverty, oppressions and infamies inflicted on the *homes of the people* by this legalized liquor traffic that should be and can be suppressed by law.

The moral and political world is upheld by the veracity of good men, and like can only be known by like.

Frank M. Bemis is a sufficient man on this question, and if elected President of the United States would make an officer equal to this great office.

AMERICAN bills are taken in Toronto at par, but American silver is subject to a discount. An exchange office will be found at the local headquarters for the convenience of visitors.

N. W. Ayer & Son, newspaper advertising agents in Philadelphia, say truthfully in "Printers' Ink" that "our country is large but the newspaper is constantly meeting the people. No school master can well move his school to his pupils, but any school master can move pupils to his school by newspaper advertising.

Ayer's Sarsaparilla

Stands at the head of all blood medicines. This position it has secured by its intrinsic merit, sustained by the opinion of leading physicians, and by the certificates of thousands who have successfully tested its remedial worth. No other medicine so effectually

CURES

Scrofula, boils, pimples, rheumatism, catarrh, and all other blood diseases.

"There can be no question as to the superiority of Ayer's Sarsaparilla over all other blood-purifiers. If this was not the case, the demand for it, instead of increasing yearly, would have ceased long ago, like so many other blood medicines I could name."—F. L. Nickerson, Druggist, 75 Chelsea st., Charlestown, Mass.

"Two years ago I was troubled with salt-rheum. It was all over my body, and nothing the doctors did for me was of any avail. At last I took four bottles of Ayer's Sarsaparilla, and was completely cured. I can sincerely recommend it as a splendid blood-purifier."—J. S. Burt, Upper Keswick, New Brunswick.

"My sister was afflicted with a severe case of

SCROFULA

Our doctor recommended Ayer's Sarsaparilla as being the best blood-purifier within his experience. We gave her this medicine, and a complete cure was the result."—Wm. O. Jenkins, Dewese, Neb.

"When a boy I was troubled with a blood disease which manifested itself in sores on the legs. Ayer's Sarsaparilla being recommended, I took a number of bottles, and was cured. I have never since that time had a recurrence of the complaint."—J. C. Thompson, Lowell, Mass.

"I was cured of Scrofula by the use of Ayer's Sarsaparilla."—John C. Berry, Deerfield, Mo.

Ayer's Sarsaparilla

PREPARED BY

Dr. J. C. AYER & CO., Lowell, Mass.
Sold by all Druggists. Price \$1; six bottles, \$5.

How to Do It.

"I give it you
In earnest of a further benefit."

—SHAK.

MISS RACHEL N. SCHNEIDER, of St. Francois County, Mo., writes us as follows:

"The maps we ordered from you while teaching at Point Pleasant, were received promptly. We were all greatly delighted with them. They are superior to any I have ever used before. We purchased the maps with the proceeds of an *entertainment* I gave for that purpose. We raised the money *very easily* in that way.

We shall have to *enlarge* the school house next year, on account of the increased interest manifested.

Thanking you for your promptness in sending us these "tools to work with in the school room," I am

Respectfully,

RACHEL N. S."

Of course *every school* can secure the funds with which to purchase these needed "tool to work with in the school room," *easily*, by giving an *entertainment* as Miss Schneider did and so have them to use without any more delay.

Build Up the Schools.

OUR teachers in all the States have come to realize the fact that it is more profitable to use space with argument and statements which will build up our school system, than to waste time in mere methods which abound in our text books. If with the continued help of the teachers we persuade the people that it is cheaper to levy and collect taxes to educate the children, than to let them grow up in vice and ignorance—cheaper to continue good schools, public or private, nine months in the year, than to run a poor school three months—then we are doing something effective and permanent to help the teachers to help the children, and to help the tax-payers too. Good schools always reduce the taxes more than they cost.

We constantly present these facts, in all the nine editions of the JOURNAL, and we want the teachers to lay them before the tax-payers, so they will be effective to accomplish these results. This is being done now more than ever before, by the largely increased circulation of this JOURNAL among the people.

Our teachers realize that money invested to circulate this JOURNAL, containing these facts among the people, is a good investment. We are sure it will prove to be so in the future, as it has in the past.

By all means keep up the private schools. Make them strong and efficient, and if they rival the public schools in numbers and the quality of the work done, it will be a great gain all round.

Many of the public school teachers are doing a grand and a much needed work too, in carrying on private schools during vacation.

So far we are damaged a good deal more by what we do not know, than by what we do know.

Intelligence pays—ignorance costs.

A New Train for St. Paul, Minneapolis and the Northwest.

Commencing Sunday, June 21st, the Burlington Route train leaving St. Louis at 8.45 p. m. (daily, except Sunday), will make through connections for St. Paul, Minneapolis and all the summer resorts of the Northwest; making three trains a day over the Burlington Route for summer tourists to the North and Northwest. Ticket office, 112 N. Fourth St.

THE real teacher scents out the extent and power of the figures in mathematics and becomes enkindled so as to look beyond their use, into the substance and spirit of what they reveal. This is real teaching, real understanding, real power.

For one such artist who goes on and over into this spirit, how many bunglers we have who rest in the mere empty shell of "methods."

TEACHERS WANTED!

For vacancies of all kinds in nearly every section of the United States. Write and learn about the wonderful success of our well-tried

Co-Operative Plan

of obtaining vacancies, and filling positions through local agents and members. Circulars and application-blank free. Agents wanted.

NATIONAL UNIVERSITY BUREAU,
147 Throop St., CHICAGO, ILL.

Hoosac Tunnel Route.

"Whose beauty did astonish the survey
Of richest eyes."

—SHAK.

THOSE who travel select their route, and we earnestly commend the Fitchburg Railroad as one of the most attractive. The scenery is one continuous panorama of beauty, especially through the famous Deerfield Valley. Other localities are beautiful in spots, but the charm of this route lies in the fact that there are no long uninteresting stretches of landscape, with only occasional views that are worth seeing, but in every direction the eye is filled with the varied beauty of river, mountain and smiling valleys. For miles the road follows the winding course of the Deerfield River, and on either side of the car there is a constantly shifting scene of dimpling waters girt about with the grandeur of the everlasting hills. We have taken this journey at different seasons of the year—in mid-winter, when the dazzling white of the snow made an artistic contrast with the dark-green of the solemn pines; in the heat of mid-summer; and in the glories of autumn—and of all the months in the year September and October, when the trees take on their most gorgeous coloring, are the most favorable for seeing this section of New England at its best. The service, too, on this road is excellent, and the accommodations first-class in every respect. It also possesses the advantage of being the most direct route to or from the West. The popular Hoosac Tunnel Route is the connecting link of *The Great Wabash R. R.* east and west.

Home Industry.

"By industry achieved."

SHAK.

WITHIN a year from July 1 the treasury department will pay to citizens of the United States between \$12,000,000 and \$15,000,000 as a bounty for raising sugar. The most of it will go to Louisiana for the protection of cane sugar. Over \$1,000,000 will be paid to the farmers in New England states, New York, Ohio, Illinois, and the northwestern states for the production of sugar from maple sap. A large sum will be distributed in Kansas, Nebraska, Iowa, and California among those who make sugar beets and sorghum cane.

The winter wheat states are reporting magnificent crops, and the spring wheat sections of the great northwest promises fine yields, the rains having been timely and abundant. It is safe to say that plenty of money to move the crops will be forthcoming. Old wheat is being marketed rather freely also.

Us 4
And no more —

Covers a great deal of territory, East of St. Louis and West of Cleveland. In other words, the "BIG 4" Route is in the market for business of all kinds. St. Louis, to Cleveland and East, Chicago and Cincinnati to the South, Indianapolis, Columbus and intermediate points. Take your choice, you will "get there" quick, in the best possible shape by the Big 4 Route.

New Books.

The City of Paris, which Dr. Albert Shaw calls the "typical modern city." Is to be the subject of a paper by him in *The Century* for July. It will be remembered that Dr. Shaw has already contributed to this magazine important papers on Glasgow and London, and the present paper is not behind the former in the practical application of its statistics and deductions to the current study of American municipal government. The paper is one that may profitably be read by every American citizen.

CIVILIZATION an Historical Review of the Elements, by Charles Morris, author of "The Aryan Race," "A Manual of Classical Literature," etc., Chicago, S. C. Griggs & Co., 2 vols. 12 mo., pp. 510, 499.

In these handsome volumes there is comprised, not a philosophy of history, not an epitome of universal history, but rather what might be described as the concentrated extract of history. It is non-technical and, for the busy general reader, it cannot fail to prove a great boon.

The chief English sources have been drawn upon and the subject-matter digested so that the treatment proceeds uniformly and without the interruption of foot notes. The first volume traces in fourteen chapters the development of the chief aspects of institutional life; while the first 150 pages of the second (Chapters xv and xvii inclusive, of this entire work) show the chief lines of industrial and economic growth. The remaining chapters treat of the intellect and its instruments, together with its products in literature, art and science; and finally of the modes of development of the intellect in education.

The task Mr. Morris has attempted to fulfill in these volumes is one that will be called prodigious. It is one, doubtless, which no human being would be able to perform with entirely even success; since this would require him to be at once an accomplished historian, a profound philosopher, a master of art criticism, and equally at home in all sciences, only through what is known as a highly philosophical turn of mind—meaning by this the special power to seize principles, and through these to select typical facts and present them in truly organic relation—could even an approach be made to the accomplishment of this task.

Mr. Morris has, it seems to us, been most successful in tracing the organic features of evolution as exhibited in institutional life. Among other things he points out (I. 129 and elsewhere) is a suggestive difference between the two primitive forms of family organization, together with the influence these forms had severally in the development of later social and political life. The patriarchal form reached its most characteristic development among the Turanians (e.g. the Chinese), while the family organization, unfolding into and restricted by the village community, held in it the germ of Aryan civilization, whose maturity has been attained in the modern nations of Europe and America. The patriarchal form is intrinsically despotic; that of the village community essential y democratic.

Of course a distinction like this is not to be taken too literally nor held too rigidly. It cannot be doubted, however, that it furnishes one of the most important clues to the origin of the despotism of the Oriental States in contrast with the liberal tendencies which have from the first been present and increasingly assertive in the political evolution of the West.

Interesting in the same connection, too, is the observation that in the despotic states the capital city is peripatetic—nomadic, we might say (if not *ad* matic), while the commercial city is the nature of the case settled firmly, is of necessity more or less rationally governed and tends, therefore, to foster true freedom.

We cannot agree so fully in Mr. Morris' estimate of Alexander the Great. The advance which he made in the character of imperial government over Asiatic despotism, we cannot but think, is due partly to the influence of the Greek spirit pervading his army, but still more to the elevating and enlightening influence of his humble tutor, the druggist of Athens, otherwise known as Aristotle.

Mr. Morris does, indeed give Aristotle high credit as the real discoverer of the "inductive method." We only wish that the splendid interfusion of the inductive and the deductive aspects of thought as exhibited in the works of Aristotle and all other truly philosophic investigators were more clearly recognized. We cannot refrain from saying that in our estimation Mr. Morris' work would possess an additional excellence, and one by no means to be despised, if he had familiarized himself more fully with the methods and results of leading German thinkers. This would, no doubt, have relieved the rather depressing pessimistic view as to the outcome of speculative thought expressed in the last ten pages of the tenth chapter of the work under review.

With such protest we may now the more heartily commend the work as carefully done and as furnishing in clearly digested form a condensation of whole libraries of information upon the evolution of humanity.

Are You Going to Toronto, Canada?

TEACHERS and their friends desiring to attend the meeting of the National Educational Association, to be held at Toronto, Ont., July 14th to 17th, should bear in mind that the "BIG FOUR ROUTE" offers unsurpassed facilities for reaching that point, and choice of the following routes:

No. 1—Big Four to Cleveland, Lake Shore to Buffalo, New York Central to Niagara Falls, Grand Trunk Ry. to Toronto.

No. 2—Big Four to Cleveland, Lake Shore to Buffalo, New York Central to Lewiston, thence Steamer across Lake Ontario.

No. 3—Big Four to Sandusky, O., thence via Put-in-Bay, Detroit and Grand Trunk Ry. to Toronto.

Route No. 3 will afford a delightful Boat ride across Lake Erie; and it is hoped by the Management of the Big Four Route that they will be able to provide for stop-over at Niagara Falls for those desiring it, without extra charge.

Tickets on sale July 8th to 15th inclusive; good to return July 14th to 20th. Tickets may be further extended by depositing them with the Joint Agent at Toronto, on any date from July 11th to 15th inclusive, so as to be good to return not later than September 25, 1891.

One fare (\$19.00) with two dollars membership fee added, making \$21.00 in all, will be the rate from St. Louis for the round trip.

Be sure your tickets read via Big Four Route (C. C. C. & St. L. Ry.) from St. Louis; and for further information, sleeping car reservation, &c, address W. F. Snyder, General Western Agent, St. Louis, Mo.

How to Keep Cool in Summer.

Call at the office of the Burlington Route, 112 N. Fourth St., and purchase a round trip ticket to one of the following cool resorts: Spirit Lake, \$23.00; Battle Lake, \$33.00; Minnetonka, \$26.35; Minneapolis and St. Paul, \$35.60. Reduced rates are also made to all the prominent resorts in the North and Northwest. All tickets good to return until October 31st.

If I grow warm it is the force of truth. The impulses of my heart carry me forever onward and upward.

The inevitable march of the force of events so wills it, and so saves modern efforts from a collapse. A soul of such elevated power is to be a light to lead on to celebrity, to honor, to glory. You secure the one glory only to be wanting. Posterity and history, which consecrates noble actions, will preserve this good wrought as an imperishable record.

This teacher, in whose heart resides the effluence of wisdom and piety and hope, some tone of the "eternal melody," is the most precious gift that can be bestowed upon a generation. He is a benefactor who loved us and taught us to walk humbly and royally in our integrity in the world.

Summer * Resort.

LOOKOUT INN,

LOOKOUT MOUNTAIN, TENN.

THE FINEST RESORT HOTEL IN THE SOUTH.
ACCOMMODATIONS FOR 700 GUESTS.

FINEST ORCHESTRA IN THE SOUTH,

CHAS. T. WILSON, Manager,

Formerly of the Tremont House and Young's Hotel, Boston, Mass.

RATES 2.50 PER DAY.

Change of Time.

FOR the better accommodation of its patrons, the new vestibuled train on the "Erie" Railroad, out of Chicago, now leaves at 1:30 p. m., instead of 3:30 p. m. Every car on this 1:30 train is not only a new car, but every car in this train has the vestibuled platforms, making a complete vestibuled train of baggage, smoking, passenger, sleeping and dining cars; reaching New York City early in the evening.

LOOK-OUT MOUNTAIN is already celebrated in song and story, but it is destined to become yet more famous as the location of "Look-Out Inn."

There has been a unity of enterprise and capital in the building and equipment of this magnificent resort between the South and North, until it combines so much of comfort, luxury and beauty that its capacity of caring for seven hundred guests has been fully tested. Mr. Chas. Wilson, the manager, had his training in two of the most celebrated hotels in Boston. The "Tremont House" and "Young's Hotel" stand at the head in that famed hotel city.

It was a fine stroke of policy on the part of the managers of the Southern Educational Association to secure "Look-Out Inn" in which to hold their meetings. Every provision will be made for the comfort and entertainment of those who wish to spend a few days at this famous resort.

THE WAVERLY

Hot Springs, Ark.,

Is in better condition than ever; is complete in all its appointments, including passenger elevator of most approved kind. This hotel offers inducements not to be had at any other house in the Valley, in that it is connected with the finest and most complete bath-house in the city by a closed carriage, free to guests. The bath-house is of brick, elegantly furnished; has tile floors, Scotch porcelain tubs, and is, probably, the finest bath-house in the United States; it gets its water from the renowned Big Iron Spring. This gives The Waverly superior advantages over any other house, while it adheres to its original prices, which are reasonable. For information address

L. D. CAIN, Prop.

LITTLE ROCK & MEMPHIS RAILROAD.

SHORT LINE

—BETWEEN—

East and West,

Southeast and Southwest,

Two Fast Express Trains Daily,

Making Direct Connections to and from

ARKANSAS AND TEXAS.

ELEGANT BUFFET SLEEPERS ON ALL TRAINS.

Short Line.**Fast Time.****Sure Connections.**

The only line from Memphis West without bus transfer, running through Sleepers and Parlor Coaches between Memphis, Tenn., and Fort Worth, Waco, and other Texas points.

For maps, schedules and other information address

C. E. HETH, T. P. A., Memphis, Tenn.
C. A. JOSEPH, T. P. A., Nashville, Tenn.
R. A. WILLIAMS, S. E. P. A., Atlanta, Ga.
THOS. NOEL, C. A., Louisville, Ky.

RUDOLPH FINK,
Gen'l Mgr.

H. W. MORRISON,
Gen'l Ft. & Pass. Agt.
LITTLE ROCK, ARK.

WHAT have you accomplished in this world. The great heart is the true heart. We must learn ourselves to see—before we can oversee.

THE BURLINGTON ROUTE.

Most people know what The Burlington Route is—some people, perhaps, do not know that it is the MODEL RAILROAD of the West. The Burlington Route is the name of a first-class railroad from Chicago, Peoria and St. Louis to and between the principal cities and towns of Illinois, Iowa, Missouri, Wisconsin, Minnesota, Nebraska and Colorado. The 7000 miles of this great road pass into and through the best farming regions of these great states, reach Deadwood, So. Dakota, and the new mining country of the Black Hills. Along the lines of the Burlington Route are the best opportunities in the WEST, NORTHWEST and SOUTHWEST, for the farmer, the manufacturer, the merchant, the miller, the miner and the pleasure seeker.

The Burlington Route runs through passenger trains every day in the year between St. Louis, Chicago and Peoria, Kansas City, Atchison, St. Joseph, Council Bluffs, Omaha, Lincoln, Denver, St. Paul and Minneapolis, making connections at these points with all eastern and western roads, and giving the traveling public unequaled facilities.

For speed, safety, comfort, character of equipment and track, and efficient service for passengers and freight, it is unequalled.

For further information, tickets, rates, etc., call on your nearest railroad agent, or address
C. M. LEVEY, Gen'l Supt., Keokuk, Ia.
HOWARD ELLIOTT, G. F. & P. A., St. Louis, Mo.

SUNDAY EXCURSION.

A St. Louis, Keokuk & Northwestern Railroad train will leave Union Depot, St. Louis, every Sunday morning (beginning June 21st) at 7:30 for Quincy, Ill., and intermediate points. Round trip tickets at very low rates. Ticket offices, 112 N. Fourth St., and Union Depot.

OBJECT TEACHING.

It is a settled fact in education that the pupil, in order to do the most and get the best, must have something the eye can rest upon to aid the mind to comprehend facts and principles. Hence the necessity of providing Outline Maps, Charts, Globes, Blackboards, etc., for every school, if you would have students to advance properly and successfully.

By the use of these helps the attendance will be largely increased; the interest in every study will also be greatly enhanced; the discipline improved; and the effectiveness of the teacher MORE THAN DOUBLED, because so much more can be done by both the teacher and the pupils within a given time.

WHAT IS THE COST?

Only ten cents per year!

Say the entire outfit of Maps, a Globe, Blackboards and a set of Charts costs \$60.00, and they last twenty years, that would be only \$3.00 per year and all the pupils in the school get the full benefit of all these things for this trifling expense. If there are thirty pupils, it would be ten cents per year to each pupil only.

Do you not think it would be worth ten cents to every pupil and to the teacher, to have the use of a Globe, a set of Outline Maps, Reading Charts, and plenty of Blackboard surface, for practice in figures, drawing, writing, etc.?

It seems to us that after duly considering these facts, every parent, every conscientious school director, every wise teacher, every patriotic legislator will demand that these essential articles be provided for every school without further delay.

THE FRISCO LINE

Is the popular route from Western Kansas to all points in Southern Kansas, Southwestern Missouri, Arkansas, Indian Territory and Texas. For particulars, address nearest Ticket Agent of the Frisco Line or D. Wishart, General Passenger Agent, St. Louis, Mo.



First Class Night and Day Service

EAST AND WEST
BETWEEN**TOLEDO, OHIO,**
—AND—
ST. LOUIS, MO.

Modern Equipment Throughout.
BUFFET SLEEPING CARS
Built expressly for this service on night trains.

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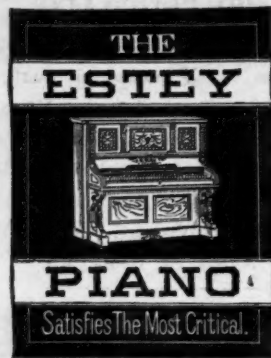
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